

Standard V Program Re-approval Template

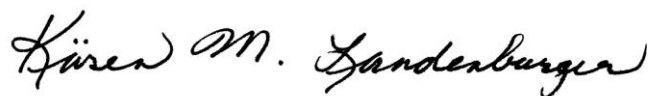
Submit completed form to your liaison by June 1, 2009.

Institution: University of Washington Tacoma

Date: June 1, 2009

Dean/Director: Kären Landenburger

Signature:



What are the major examples of evidence in your program for Standard 5.1: Knowledge of Subject Matter and Curriculum Goals? Please be as specific as possible in describing the evidence.

Criteria - <i>Teacher candidates positively impact student learning that is:</i>	Teacher-Based Evidence <i>Teacher demonstrates capacity to provide effective learning experiences.</i>	Student-Based Evidence <i>Students demonstrate engagement in effective learning opportunities.</i>
<p>A. Content driven. All students develop understanding and problem-solving expertise in the content area(s) using reading, written and oral communication, and technology.</p> <p>B. Aligned with curriculum standards and outcomes. All students know the learning targets and their progress towards meeting them.</p> <p>C. Integrated across content areas. All students learn subject matter content that integrates mathematical, scientific, and aesthetic reasoning.</p>	<p>Interns are required to align lessons with State & national (NCTM) standards. Interns demonstrate competency through the Mathematics Inquiry & Lesson Plan, Community Walk & Lesson Plan, & Mathematics Mini Unit & Analysis.</p> <p>Interns develop lesson plans that are aligned with State standards for reading comprehension. Interns demonstrate competency through lesson plans for comprehension, strategy, & instruction.</p> <p>Interns create a unit for teaching one genre of writing that is aligned with GLEs and EALRS for a specific grade level. Interns demonstrate competency through the Writing Teaching assignment.</p> <p>The intern develops a Social Studies</p>	<p>Student-based evidence will be charted utilizing a variety of student benchmarks that demonstrate content knowledge of reading, written and oral communication and technology.</p> <p>Examples of student-based evidence:</p> <ul style="list-style-type: none"> • Student oral reading fluency • Student use of mathematical notation and vocabulary in written and oral explanations. • Student written work identifying specific factors as outlined in unit plan. • Students can identify the lesson objective and are given the opportunity to summarize their progress toward the lesson objective. Intern progress in providing this opportunity to students is documented in the Lesson Observation Tool.

	<p>unit plan that integrates the four disciplines of Social Studies (i.e., Civics, Economics, Geography, & History) & provides the opportunity for integration across other disciplines, e.g., Math, Art, Science, etc. Interns demonstrate competency through the Social Studies Unit Plan.</p> <p>Interns develop a unit plan that responds to standards as set by the State or district. Interns demonstrate competency through the Social Studies Unit Plan.</p> <p>Interns align instructional content with science standards. Interns demonstrate competency through the Science Unit Proposal & Project and Lesson Plan for Basic Science Skills.</p> <p>Instructional planning allows for the integration of science content with other subject area standards as appropriate, e.g., Math, Writing. Interns demonstrate competency through the Predict, Observe, Explain (POE) project, the Lesson Plan for Basic Science Skills, and the Science Unit Proposal & Project.</p> <p>Interns utilize content area text books to plan instruction for reading and comprehending written material across content areas. Interns demonstrate competency through the Content Area Text Activity Assignment.</p> <p>Interns design and implement reading lessons in alignment with state and national standards. Interns demonstrate competency through the Reading Lesson.</p>	<ul style="list-style-type: none"> • Student reflections on completed assignments that are placed in his/her portfolio. Student will also state why they chose the assignment for his/her portfolio reflection and what he/she learned from the assignment. • Student demonstration of ability to problem solve and carry out solutions to a problem • Students share answers and reasoning with the class during instruction. • Students may identify progress through comparison on assignments completed at two different points in time. • Student verbal explanation of meaning attached to a specific piece of work. • Students demonstrate ability to use technology to promote his/her individual learning. <p>Following instruction by the intern on the explanation of assessments (interviews, performance assessments, questioning, portfolios) used for students to judge and explain their own progress toward learning targets, students will articulate learning targets, explain own progress toward learning targets, and explain how they were able to access resources to help them progress toward the learning targets. Student evidence of this standard will include the completion of formative assessment rubrics of steps (task analysis) needed to reach learning targets. Students will utilize these 3 point rubrics (1 = low; 2 = moderate, 3 = high; for younger children frowny, neutral, and smiley</p>
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	<p>Interns research and synthesize evidence based practices for the teaching of reading. Interns demonstrate competency through the Reading Research Paper.</p> <p>Interns evaluate reading curricula in light of state and national standards (i.e., National Reading Panel). Interns demonstrate competency through the Reading Curriculum Evaluation Assignment.</p>	<p>faces will be used) to monitor their own progress using the BAM II Student Voice graphing tool (see example of a graph as completed by a P-12 student under question 3). This tool requires the students to assess their own progress in 3 component areas of student voice(i.e., I know the learning target, I know what steps I need to take to reach the learning target, I know how to get help to meet the learning target). Students are then able to monitor their own progress with an overall student voice score as they become more proficient at understanding and communicating their own learning</p> <p><i>Exemplars of evidence will be aligned with essential learning requirements and grade level expectations and reported in the teacher intern portfolio.</i></p>
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What are the major examples of evidence in your program for Standard 5.2: Knowledge of Teaching? Please be as specific as possible in describing the evidence.

Criteria - <i>Teacher candidates positively impact student learning that is:</i>	Teacher-Based Evidence <i>Teacher demonstrates capacity to provide effective learning experiences.</i>	Student-Based Evidence <i>Students demonstrate engagement in effective learning opportunities.</i>
<p>A. Informed by standards-based assessment. All students benefit from learning that is systematically analyzed using multiple formative, summative, and self-assessment strategies.</p> <p>B. Intentionally planned. All students benefit from standards-based planning that is personalized.</p> <p>C. Influenced by multiple instructional strategies. All students benefit from personalized instruction that addresses their ability levels and cultural and linguistic backgrounds.</p> <p>D. Informed by technology. All students benefit from instruction that utilizes effective technologies and is designed to create technologically proficient learners.</p>	<p>Interns develop an assessment plan to compare students' academic performance to state & national standards. Interns demonstrate competency through RTI Project, Show What You Know Performance Assessment, and final comprehensive exam.</p> <p>Interns develop an assessment plan that includes formative & summative strategies. Interns demonstrate competency through the Mathematics Mini Unit & Analysis.</p> <p>Interns develop lessons in light of linguistic needs, cultural backgrounds, & the ability levels of their students. Interns demonstrate competency through lesson plans for Comprehension Strategy Instruction.</p> <p>Interns provide an example of accommodations made to address ability, cultural, or linguistic backgrounds of their students. Evidence is provided in intern's portfolio.</p> <p>Interns conduct an assessment of reading comprehension that is individually administered & documents student performance in light of standards. Interns demonstrate competency through Reading Comprehension Assessment assignment.</p> <p>Results are used to identify students who are not at standard so that instruction can be designed to help those students meet standards. Interns demonstrate competency through RTI Project,</p>	<p>Students will utilize evidence created in the learning process to demonstrate both formative and summative assessment of performance and the ability to complete stated goals.</p> <p>Examples of student-based evidence:</p> <ul style="list-style-type: none"> • Students will be able to identify differences in knowledge before and after instruction. • Students are able to identify the purpose for conducting a task or skill and demonstrate how it contributed to his/her learning. • Students assess learning and progress over time. • Students perform exit tasks in which they identify progress. • Students assess and reflect on learning in relation to others and grade level benchmarks. • Students communicate their ability to participate in learning activities and demonstrate how different approaches offer value to the experience. • Students demonstrate learning products that identify multiple differences in relation to culture, learning ability, ways of learning, and linguistic backgrounds. • Students show respect for differences as expressed through a heterogeneous society. <p>Positive Impact Evidence: Interns are to provide evidence that they have made a difference (positive impact) in students' learning.</p> <ul style="list-style-type: none"> • <u>Evidence may consist of:</u> <ul style="list-style-type: none"> ✓ Pre and post test results

	<p>Show What You Know Performance Assessment, and final comprehensive exam.</p> <p>Interns design instruction in light of State & national (NCTM) standards. Interns demonstrate competency through the Mathematics Mini Unit & Analysis, Community Walk & Lesson Plan, & Mathematics Inquiry & Lesson Plan.</p> <p>Interns design and complete a strategy/ accommodation plan for presentation. Interns demonstrate competency through Strategy/Accommodation Presentation.</p> <p>Interns develop a plan to assess academic, social, & language development and plan lessons in light of this information. Interns demonstrate competency through the Mathematics Mini Unit & Analysis.</p> <p>Interns use technology, e.g., AIMS web and BAM, to track student progress towards state & national standards to inform instructional decisions. Interns demonstrate competency through RTI Project and final comprehensive exam. Interns use technology to locate appropriate curriculum based assessments. Interns demonstrate competency through Show What You Know Performance Assessment.</p> <p>Interns use 6-Trait and WASL writing assessments to assess individual student writing performance. Interns demonstrate competency through the Writing Assessment assignment.</p> <p>Interns address ability levels and cultural and linguistic needs of students in lesson plans for writing instruction. Interns demonstrate competency through the Writing Teaching assignment.</p> <p>Interns design a plan to use curriculum based assessment for the evaluation of State standards.</p>	<ul style="list-style-type: none"> ✓ On-going assessment measures (e.g., fluency measures). ✓ Evaluated samples of student work e.g., writing samples evaluated in terms of 6 Traits and a post instruction set of samples evaluated on the same 6 Traits). • <u>The Positive Impact section includes:</u> <ul style="list-style-type: none"> ✓ A description of instruction (e.g., lesson plan). ✓ A description of students' knowledge or skills prior to instruction and their relationship to GLEs. ✓ A description of students' knowledge or skills after instruction. ✓ A graphic presentation of the data. (evidence) ✓ Examples of students' work. (evidence) <p>Student Voice: Following instruction by the intern on the explanation of assessments (interviews, performance assessments, questioning, portfolios) used for students to judge and explain their own progress toward learning targets, students will articulate learning targets, explain own progress toward learning targets, and explain how they were able to access resources to help them progress toward the learning targets. Student evidence of this standard will include the completion of formative assessment rubrics of steps (task analysis) needed to reach learning targets. Students will utilize these 3 point rubrics (1 = low; 2 = moderate, 3 = high; for younger children frowny, neutral, and smiley faces will be used) to monitor their own progress using the BAM II Student Voice graphing tool (see example of a graph as completed by a P-12 student under question 3). This tool requires the students to assess their own progress in 3 component areas of student voice(i.e., I know the learning target, I know what steps I need to take to reach the learning target, I know how to get help to meet the learning target). Students are then able to monitor their own progress with an overall student voice score as they</p>
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	<p>Interns demonstrate competency through their Social Studies Unit Plan.</p> <p>Interns may integrate technology in the assessment of their own learning. Interns demonstrate competency through the Major Assessment assignment of Schools & Society.</p> <p>Interns develop formative, summative, and self-assessment strategies to inform instructional planning. Interns demonstrate competency through the Lesson Plan for Basic Science Skills and the Science Unit Proposal & Project.</p> <p>Interns include a variety of instructional and assessment strategies that attend to the ability, cultural, and linguistic backgrounds of their students. Interns demonstrate competency through the Lesson Plan for Basic Science Skills, and the Science Unit Proposal & Project.</p> <p>Interns assess classroom features to plan an ideal classroom setting for students of various ability levels and cultural and linguistic backgrounds. Interns demonstrate competency through Map of Classroom assignment and Alternative Vision of Ideal Classroom for Students of Various Backgrounds assignment, Classroom Reflection Activity Assignment.</p> <p>Interns integrate technology into instruction as demonstrated through the Socially Just Curriculum Presentation.</p> <p>Interns demonstrate knowledge of formative and summative assessment aligned with state standards. Interns demonstrate competency through Weekly Reading Quizzes.</p>	<p>become more proficient at understanding and communicating their own learning.</p> <p><i>Exemplars of evidence will be aligned with essential learning requirements and grade level expectations and reported in the teacher intern portfolio.</i></p>
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What are the major examples of evidence in your program for Standard 5.3: Knowledge of Learners and their Development in Social Contexts? Please be as specific as possible in describing the evidence.

What would be the major examples of evidence in your program for:

Criteria - <i>Evidence of teacher candidate practice reflect planning, instruction, and communication that is:</i>	Teacher-Based Evidence <i>Teacher demonstrates capacity to provide effective learning experiences.</i>	Student-Based Evidence <i>Students demonstrate engagement in effective learning opportunities.</i>
<p>A. Learner centered. All students engage in a variety of culturally responsive, developmentally, and age appropriate strategies.</p> <p>B. Classroom/school centered. Student learning is connected to communities within the classroom and the school, including knowledge and skills for working with others.</p> <p>C. Family/Neighborhood centered. Student learning is informed by collaboration with families and neighborhoods.</p> <p>D. Contextual community centered. All students are prepared to be responsible citizens for an environmentally sustainable, globally interconnected, and diverse society.</p>	<p>Interns articulate how lessons connect to knowledge about the community. Interns demonstrate competency through the Mathematics Mini Unit & Analysis & Community Walk & Lesson Plan, Mathematics Learning Case Study, & Mathematics Inquiry & Lesson Plan.</p> <p>Interns use an individually administered survey on reading to determine individual, classroom, school, family, neighborhood, & community variables that form the context of the learning environment.</p> <p>Interns observe, interview, & reflect on students' math learning. Interns demonstrate competency through the Mathematics Learning Case Study.</p> <p>Classroom Management Plan – Students examine ways to create a physical and social environment to promote positive behavior in the classroom (e.g., rules, procedures, incentive systems).</p> <p>Portfolio Assignment: Classroom Environment– Students write an essay detailing how they maintain a safe and caring environment and how respect for each individual is established. This includes classroom management, teaching students respectful behavior, establishing situations in which students work with a variety of peers, requiring responsible behavior from the students, etc.</p> <p>Interns identify possible accommodations based</p>	<p>Student-based evidence will be charted utilizing a variety of student benchmarks that demonstrate culturally and developmentally appropriate attainment of goals.</p> <p>Examples of student-based evidence:</p> <ul style="list-style-type: none"> • Students show an ability to work with others recognizing cultural, developmental, and linguistics did fences. • Students can identify and implement activities that demonstrate an environmental sustainability. • Students relate various out of school activities that personify learning such as trips to the library, dinner conversations about school projects, family reading. • Student lead conferences with parents/guardians assist students in articulating what they have learned and how what they have learned will assist them as young citizens and in their growth toward adulthood. <p>Portfolio Assignment: Communication– Interns collect examples of teacher communication/ collaboration with parents and/or community about student achievement. Examples: progress reports, phone calls, portfolios, conferences using student work samples. Interns document how input from parents and community feedback was used to assist their students.</p> <p>Interns provide evidence of student participation in the development of a classroom community utilizing democratic principles. Evidence may</p>

	<p>on ability levels and cultural and linguistic needs of students in lesson plans for writing instruction. Interns demonstrate competency through the Writing Teaching assignment.</p> <p>Interns participate in a community centered service learning project. Interns demonstrate competency through a Service Learning Project.</p> <p>Interns create service learning opportunities in light of nationally recognized standards of service learning. Interns demonstrate competency through the Social Studies Unit Plan.</p> <p>Interns design instruction in light of learners' classroom, school, family/neighborhood, community features. Interns demonstrate competency through the context of the classroom component of the Science Unit Proposal & Project.</p> <p>Interns identify methods to remove structural teaching & assessment barriers to promote equity and success for every student. Interns demonstrate competency through the final Multicultural Inquiry Project, Classroom Reflection Activity Assignment.</p> <p>Interns articulate ethical and reflective responses to social-cultural issues such as those involving families, student identities, language, etc. Interns demonstrate competency through the Socially Just Curriculum Presentation, Alternative Vision of Ideal Classroom for Students of Various Backgrounds assignment, Engaging All Students component of the Mid-Term Essay, final Multicultural Inquiry Project, & the Socially Just Curriculum Presentation, Multicultural Research Paper.</p>	<p>consist of minutes of class meetings included in their portfolio.</p> <p><i>Exemplars of evidence will be aligned with essential learning requirements and grade level expectations and reported in the teacher intern portfolio.</i></p>
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What are the major examples of evidence in your program for Standard 5.4: Understanding of Teaching as a Profession?
Please be as specific as possible in describing the evidence.

Criteria - <i>Teacher candidates positively impact student learning that is:</i>	Teacher-Based Evidence <i>Teacher demonstrates capacity to provide effective learning experiences.</i>
<p>A. Informed by professional responsibilities and policies. All students benefit from a collegial and professional school setting.</p> <p>B. Enhanced by a reflective, collaborative, professional growth-centered practice. All students benefit from the professional growth of their teachers.</p> <p>C. Informed by legal and ethical responsibilities. All students benefit from a safe and respectful learning environment.</p>	<p>Incorporated in Classroom Management Plan.</p> <p>Interns collaborate to develop lesson plans. Interns demonstrate competency through the Community Walk & Lesson Plan, & Mathematics Mini Unit & Analysis.</p> <p>Interns construct a position paper on reading comprehension instruction that is used to inform their Professional Growth Plan.</p> <p>Draft Professional Growth Plan</p> <p>Classroom Management Plan & Positive Behavior Intervention Plan – The purpose of this project is to give students experience identifying problem behavior, analyzing the context in which the behavior occurs, developing an intervention based on information from the FBA and that is feasible for them to implement, and developing a monitoring system to evaluate student progress.</p> <p>Interns construct a white paper on a major issue in education where they are required to defend their position based on ethics, law, the history of education, & the purpose of education.</p> <p>Interns participate in safety awareness demonstrations throughout the science education course.</p> <p>Interns reflect on their own philosophy for promoting equity & social justice in learning communities. Interns demonstrate competency through the final Multicultural Inquiry Project, Multicultural Reaction Paper.</p> <p>Interns participate in n educational multicultural community event. Interns demonstrate competency through the Multicultural Community Event Assignment.</p>

1. In a narrative of 7-10 pages, describe how your program has changed to meet the requirements of Standard V in the following areas:
 - Course content
 - Field experiences
 - P-12 district/school partnerships
 - Faculty development

In areas where no changes were necessary, briefly indicate why.

2. In no more than three pages, describe the *process* used to engage program personnel in reviewing, rethinking, and revising the program.
3. In no more than two pages, describe the key strategies by which candidates will develop capacity to analyze and respond to student-based evidence. Please attach three samples of assignments or assessments that represent those strategies.
4. In no more than two pages, describe areas of your revised program that will be a focus of continuing attention and development as you proceed with implementation.
5. Please attach a letter from the PEAB chair that describes the PEAB's involvement in reviewing and revising the program.